ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.

Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE December 9, 2011

1. ACADEMIC UNIT: W. P. Carey - Management (interdisciplinary course)

2. COURSE PROPOSED: MGT 340 Creativity and Innovation 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON: Name: Sidnee Peck Phone: 480-965-1184
   Mail Code: 4006 E-Mail: skpeck@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry--L
   Mathematical Studies--MA
   Humanities, Fine Arts and Design--HU
   Social and Behavioral Sciences--SB
   Natural Sciences--SQ

   Awareness Areas
   Global Awareness--G
   Historical Awareness--H
   Cultural Diversity in the United States--C

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses: ___________________________

Is this a multisection course?: ☒ No ☐ Yes; Is it governed by a common syllabus? Yes

Gerry Keim
Chair/Director (Print or Type)

Chair/Director (Signature)

Date: 12-12-11

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Arizona State University Criteria Checklist for

HUMANITIES, FINE ARTS AND DESIGN [HU]

Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
Proposer: Please complete the following section and attach appropriate documentation.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
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<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
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<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td>d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
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**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted **primarily** to developing a skill in the creative or performing arts, including courses that are **primarily** studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted **primarily** to developing skill in the use of a language – **However, language courses that emphasize cultural study and the study of literature can be allowed.**

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted **primarily** to teaching skills.
<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development</td>
<td>a. Creativity and Innovation requires students to address the current state of society and the problems or challenges that we face as a society or as a specific group. It gives them tools to understand and analyze the cause and symptoms of a problem in order to identify solutions. b. Creativity &amp; Innovation requires students to look at available technologies and advancements in order to utilize those resources as possible solutions or parts of a solution to a new or unsolved problem. c. Creativity and Innovation requires students to look at situations with limited resources and multiple constraints and to think creatively about how to improve these situations within the resource limitations.</td>
<td>Weekly Problem/Challenge assessments Presentation of technologies for other uses (e.g., internal injury technology for uses other than vehicle collisions) $5 Challenge Problem Solving with Additional Constraints</td>
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<td>4a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
<td>a. Creativity and Innovation teaches students to utilize different tools than they are typically given in the traditional school setting to address problems as opportunities and innovate rather than be satisfied with status quo. b. Creativity and Innovation students are exposed to the study of the activity in the human brain through the process of improvisation and creative thought, allowing them to understand the importance of such habits and skills. c. Creativity and Innovation encourages students to take into consideration thoughts, beliefs, experiences, and opinions from</td>
<td>Random Word Exercise Innovation from Mistake Visual Problem Solving Ted.com expert video Improvisation activities Team Activities Pitches from varied perspectives Active Listening Activity</td>
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</table>
| students who are different from them in order to come up with the most creative and applicable solution to a problem. Students are also given different perspectives from which to solve problems in order to appreciate the significance of different perspectives. 

d. Creativity and Innovation gives students multiple opportunities to demonstrate leadership and public presentation and discussion skills. | Weekly Pitches
Presentations
Sharing
Storytelling |
|---|---|
| a. Creativity and Innovation encourages students to express and work through ideas in an artistic manner, utilizing storytelling, journaling, drawing, and creating business models. They explore the beauty in creation of new and innovative things. 

b. Students are exposed to resources such as Ted.com in order to appreciate unique thought, art, and opinion from diverse specialists and experts from across the globe. | Forest Exercise
Storytelling Exercise
In-class projects & presentations (visual)
Module Journal Entries
Visual Problem Solving |

| 4b. Concerns aesthetic systems and values, literary and visual arts. | Ted.com and other videos |
MGT 394: Creativity and Innovation  
Spring 2012
SLN 15344 - Monday, 2:00-4:45 PM, and online/team component  
SLN 17952 - Wednesday, 2:00-4:45 PM, and online/team component  
SLN 23291 – Thursday, 10:30AM-1:15 PM and online/team component  
Classroom: BA L1-25 (in the basement of the Business Administration Building)

Rhett Trujillo  
Instructor, Entrepreneurial Initiatives, W. P. Carey School of Business  
Office Hours: Thursday 2:45PM - 4:00PM and by appointment (set appointment by phone or email)  
Office: BA 352A  
Email: Rhett.Trujillo@asu.edu  
Phone: 480-965-5895

Description:  
This course introduces the key concepts, visual models, and techniques of creativity and innovation. Students will be exposed to the processes related to developing creative skills and habits with a significant emphasis on problem solving. The course will also demonstrate how to apply these new skills, personally and in team situations in order to innovate and capitalize on market opportunities. Students are introduced to concepts of creativity and innovation as they apply to: individuals and teams (for expression and problem solving), organizations (for-profit and not-for-profit), and disciplines (design, engineering, arts, business, etc.).

Course Objectives/Learning Outcomes:  
Students will be taught the following…
- Creativity enhancing habits and practices  
- Divergent and convergent thinking processes  
- To identify creativity myths and their potential barriers to creativity  
- Links between creativity and working environment  
- Role of active listening in creativity and innovation  
- Difference between innovation and invention  
- Practices to identify trends and opportunity recognition best practices  
- Frameworks to identify, analyze and implement innovation trade-offs  
- Latest information from journals of neuroscience, sociology, psychology on creativity  
- Frameworks to cope with conflict and ambiguity in innovation and complex problem solving

Required Texts:  
- Ignore Everybody and 39 Other Keys to Creativity, by Hugh MacLeod  
- The Back of the Napkin, by Dan Roam  
- Additional readings will be posted to the course Blackboard
Technology Policy:

Cell Phones: Before class begins, please turn your cell phone off or to silent; if you need to take a call or you need to make a call or send/read a text message, please leave the classroom to avoid distracting others. Texting in class is a significant distraction and will not be tolerated.

Laptops and tablets: Should only be used for note taking or for instructor initiated online research related to the current class discussion topic.

Penalty: Non-compliance with the above policies will result in removal from class for the day and the loss of any points that may have been earned.

Please be respectful of your classmates.

Leadership and Creativity:

The objective of this course is to provide you with a variety of creative methods and tools to identify opportunities, creatively generate alternatives and to solve complex problems. Your development as an entrepreneur and a leader will be enhanced by your ability to be creative and guide innovation.

Success in business or civic engagement is a function of leadership. Great ideas that change how people behave cannot exist solely in the mind of the originator. Ideas have consequences only if they are tested in the crucible of organizations, the market and public opinion. That process of testing ideas requires leadership on the part of the originator or another agent.

There is not a single avenue to successful leadership or entrepreneurship. Entrepreneurs and leaders have diverse backgrounds, different skills, and dissimilar motives for and understandings of what they achieved and how it was accomplished. Accordingly, the discussion in this course will commonly span several functional areas, and may require the synthesis of information from economics, organizational behavior, finance, and human resource management.

Finally, this class is subject to continuous improvement in real time, just like any business enterprise. Accordingly, things may not always work as expected and the schedule is subject to change; students are encouraged to provide constructive feedback when things don’t go right and do their best to be agile and resourceful. I will attempt to minimize problems, but small glitches are a reasonable price to pay for innovation.
Expectations:

Students must be punctual and come to class prepared to participate and discuss the readings and/or activities assigned. Your contributions to the classroom activities will enhance your own learning as well as your classmates. This is especially true with the course having a multidisciplinary focus so each one of you will provide a unique viewpoint on the course given your particular majors and past experiences. A portion of your grade is based on your willingness and ability to contribute to the learning environment inside the classroom. In order to do so effectively you must attend and participate fully in each class session which brings us to attendance.

Attendance:

We only meet in person once per week so it is important that you attend each class session. The outside of class activities and readings are designed to support and reinforce our primary learning activities that occur in class each week. Excused absences will require documentation submitted within one week before or after your absence depending on the circumstance. If an absence is excused then you will receive an exemption in the grade book for participation points which will be denoted by a blue square in Blackboard. Individual assignments should be completed within one week of your return to class. Experience has shown that repeated absences, no matter what the reason, will directly impact your ability to successfully complete this course.

Policy for Handling Disruptive, Threatening or Violent Individuals:

The campus environment should be safe and conducive to conducting university related business. Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services.

Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. All incidents and allegations of violent or threatening conduct by an ASU student (whether on- or off-campus) must be reported to the ASU Police Department (ASU PD) and the Office of the Dean of Students. If either office determines that the behavior poses or has posed a serious threat to personal safety or to the welfare of the campus, the student will not be permitted to return to campus or reside in any ASU residence hall until an appropriate threat assessment has been completed and, if necessary, conditions for return are imposed. ASU PD, the Office of the Dean of Students, and other appropriate offices will coordinate the assessment in light of the relevant circumstances.

http://www.asu.edu/aad/manuals/ssm/ssm104-02.html

Notice of possible offensive content:

During this course it is possible that some of the content (either student generated or course materials) could be deemed offensive by some students. If you feel that a portion of the course is offensive please inform the instructor before or after class and the instructor will address your concerns.
Final Exam Conflicts:

This course is a considered a hybrid course which affects our ability to conform to the university scheduling system. As such students may encounter time conflicts with their finals schedule. Since this course is the driver for the conflict, I will work to accommodate student's schedules and arrange alternate times for your MGT 394 final exam. It is the responsibility of the student to notify the instructor of the conflict a minimum of 48 hours prior to the exam time for MGT 394. Failure to inform the instructor of a conflict or missing your MGT 394 exam will result in a deduction on your final exam and can result in a grade of zero for your final exam.

Academic Dishonesty:

All work submitted for this course must be original work and must not have been previously submitted for any other course. Any assignments submitted may be screened through plagiarism detection software. Please ask if you have any questions about your assignments. The University policy for academic dishonesty is found in the Student Code of Conduct at the following website: [http://asu.edu/aad/manuals/usui/usui104-01.html](http://asu.edu/aad/manuals/usui/usui104-01.html) and more specifically at [http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf](http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf). Plagiarism, cheating, and other instances of academic dishonesty may result in disciplinary action.

It is appropriate to discuss the readings with others before coming to class, but all individual written work (excluding team assignments) must be performed and completed independently.

Late Assignments:
Late assignments are not accepted. If an assignment deadline is missed the assignment will be scored a zero.

Extra Credit:
There are no extra credit assignments for this course. However, for each individual assignment there are 10 points available to be awarded to students who have demonstrated extraordinary levels of creativity and effort and for the team projects there are 20 points available. All extra credit criteria and distribution is solely up to the discretion of the instructor.

Honors Contracts:
Honors contracts can be completed for this course. Please contact the instructor to discuss your potential ideas for a contract.
Grading and Assignments:

26% Class Attendance and Participation

  6% Attendance

  20% Contributions towards in-class discussions, presentations, and activities

18% Individual Work

  16% Out of class assignments – 8 total

  2% Innovative Company/Idea/Product Presentation

9% Learning Journal

Your personal class journal will focus on your reflections regarding our in-class activities and readings with assigned topics or questions distributed at the end of class sessions. We will be utilizing Blackboard for your learning journal and entries will only be viewed by you and me. Required journal entries must be posted by the start of the next class.

47% Team Work

  17% Team Projects– The Challenge, Consumer Focus and Visual Problem Solving

  30% Final Team Project

Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points out of 1000</th>
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<tbody>
<tr>
<td>A</td>
<td>940 ≤ x</td>
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<tr>
<td>A-</td>
<td>900 ≤ x &lt; 940</td>
</tr>
<tr>
<td>B+</td>
<td>870 ≤ x &lt; 900</td>
</tr>
<tr>
<td>B</td>
<td>840 ≤ x &lt; 870</td>
</tr>
<tr>
<td>B-</td>
<td>800 ≤ x &lt; 840</td>
</tr>
<tr>
<td>C+</td>
<td>770 ≤ x &lt; 800</td>
</tr>
<tr>
<td>C</td>
<td>700 ≤ x &lt; 770</td>
</tr>
<tr>
<td>D</td>
<td>600 ≤ x &lt; 700</td>
</tr>
<tr>
<td>E</td>
<td>x &lt; 600</td>
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*Note earning an A+ is possible in this course but the instructor reserves the option to set the point threshold.
Weekly Schedule of Class Topics:

Week 1: Course Introduction
Week 2: Creative Thinking
Week 3: Creative Problem Solving
Week 4: Creativity Myths & Barriers
Week 5: Divergent Conversation & Active Listening
Week 6: Challenging Assumptions & Innovation Failure
Week 7: Innovation Basics & Rule Changing Innovation
Week 8: Lenses of Innovation
Week 9: Integrated Innovations & Dynamic Innovation
Week 10: Innovation Mathematics
Week 11: Innovation guest speaker or panel
Week 12: Course Summary
Week 13: Final Project Introduction
Week 14: Final Project Phase 1
Week 15: Final Project Phase 2

Note: Instructor reserves the right to make changes to the above schedule of class topics at his discretion.

Accommodations:
If you need accommodations due to a disability, please register with the Disability Resource Center within the first two weeks of class (policy here: http://www.asu.edu/aad/manuals/acd/acd304-08.html ) and we will accommodate as necessary. If you have to miss a class or a deadline due to a medical reason, documentation is required and advance notice is preferred when possible.

Changes to Syllabus:
Information in the syllabus, other than grading and absence policies, may be subject to change with reasonable notice.

If you have questions about anything written in this syllabus, concerns about this course, or other information you want our team to know, please make an appointment to see Rhett during the first two weeks of class.
Specific qualifications for MGT 340: Creativity and Innovation (formerly approved as omnibus MGT 394) as a HU classification:

# 3.

- **Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development**
  - Creativity and Innovation requires students to assess the current state of society and the problems or challenges that we face as a society or as a specific group and gives them tools to analyze and investigate the cause and symptoms of a problem in order to identify solutions. This is done through presentation of problems and challenges on a weekly basis that are paired with specific creative thinking tools to facilitate critical thinking and decision making. Early in the semester, students participate in a lecture and activity to understand creativity through human evolution, specifically learning about Achulean hand axe to portable art/cave drawings from roughly 2 MM BC to 25,000BC.
  
  - Creativity & Innovation requires students to look at available technologies and advancements in order to integrate those resources as aspects of a solution to a new or unsolved problem. This is done in groups and individually through weekly problem solving activities with given resources and constraints. An example is utilizing a technology from Toyota that can address internal injury in new ways than for which the technology was designed (impact from car collisions). Further, students are encouraged to utilize available technology as a medium for presentations, with one specific example being the use of video presentations, including audio and visual elements, with a strong emphasis on creativity of delivery.
  
  - Creativity and Innovation requires students to look at situations with limited resources and multiple constraints and to think creatively about how to improve these situations within the resource limitations. This is done many times throughout the semester. They learn to modify current solutions in small ways to make big impacts. An example is the first day of class when they are given a $5 and two hour constraint to start a new business. Through the process they are forced to use critical thinking and utilize resources outside of the obvious because of the given constraints. Another example is Visual Problem Solving activities in which student teams have to present a problem and solution via hand drawn illustrations without the use of Excel, PowerPoint, photos or other existing media.

#4a

- **Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.**
  - Creativity and Innovation teaches students to assess and analyze situations with a different part of their brain, utilizing different tools than they are typically given in the
traditional school setting. The concept of open brainstorming is a core fundamental of each class and is used to address problems as opportunities and innovate rather than be satisfied with status quo. In this safe setting, students become more comfortable with free thought and creation, understanding that there is no one right answer, just a goal to identify the one best answer for a given situation as well as the ability to support it.

- Creativity and Innovation students are exposed to the study of the activity in the human brain through the process of improvisation and creative thought, allowing them to understand the importance of such habits and skills. Students then participate in open improvisation and step outside of their comfort zone to become comfortable in new situations.

- Creativity and Innovation encourages students to take into consideration thoughts, beliefs, experiences, and opinions from students who are different from them in order to come up with the most creative solution to a problem. Students are also given different perspectives from which to solve problems in order to appreciate the significance and concept of perspective.

- Creativity and Innovation gives students multiple opportunities to demonstrate leadership and public presentation and discussion skills. Students are in teams for many activities throughout the term and present to their peers on average, once per week.

#4b

- **Concerns aesthetic systems and values, literary and visual arts.**
  - Creativity and Innovation encourages students to express and work through ideas in an artistic manner, utilizing storytelling, journaling, drawing, molding, and creating business models. They explore the beauty in creation of new and innovative things.
  - Students are required to present ideas in multiple formats over the semester and are strongly encouraged to try new mediums to express their ideas and innovations.
Contents
Contents
THE BACK
OF THE NAPKIN

EXPANDED EDITION

Solving Problems and
Selling Ideas with Pictures

DAN ROAM
For Isabelle.

You saw this book coming long before I did,
and you saw it through in every way.
Now that's love.
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